

DEC 14 2007

New Course Request

Indiana University

Bloomington -Indy Campus

Check Appropriate Boxes: Undergraduate credit Graduate credit Professional credit 81

1. School/Division Education 2. Academic Subject Code EDUC

3. Course Number P631 (must be cleared with University Enrollment Services) 4. Instructor Sasha Barab

5. Course Title Theorizing Learning in Context

Recommended Abbreviation (Optional) _____
(Limited to 32 Characters including spaces)

6. First time this course is to be offered (Semester/Year): Spring 2008

7. Credit Hours: Fixed at 3 or Variable from _____ to _____

8. Is this course to be graded S-F (only)? Yes _____ No X

9. Is variable title approval being requested? Yes _____ No X

10. Course description (not to exceed 50 words) for Bulletin publication: The course examines and analyzes the fundamental ideas about learning and knowing that engage the field. Specifically, this course will consider four aspects of knowing and learning: epistemological perspectives, cognitive development, motivation, and learning theory. P: P572

11. Lecture Contact Hours: Fixed at 3 hr/week or Variable from _____ to _____

12. Non-Lecture Contact Hours: Fixed at 0 or Variable from _____ to _____

13. Estimated enrollment: 12-20 students which 100% percent are expected to be graduate students.

14. Frequency of scheduling: Yearly Will this course be required for majors? Yes

15. Justification for new course: New Doctoral Specialization

16. Are the necessary reading materials currently available in the appropriate library? Yes

17. Please append a complete outline of the proposed course, and indicate instructor (if known), textbooks, and other materials.

18. If this course overlaps with existing courses, please explain with which courses it overlaps and whether this overlap is necessary, desirable, or unimportant.

19. A copy of every new course proposal must be submitted to departments, schools, or divisions in which there may be overlap of the new course with existing courses or areas of strong concern, with instructions that they send comments directly to the originating Curriculum Committee. Please append a list of departments, schools, or divisions thus consulted.

Submitted by: [Signature] Date 4/20/07
Department Chairman/Division Director

Approved by: [Signature] Date 11/26/07
Dean

Date _____
Dean of Graduate School (when required)

Date _____
Chancellor/Vice-President

[Signature]
Education Council 12-12-07

Date _____
University Enrollment Services

After School/Division approval, forward the last copy (without attachments) to University Enrollment Services for initial processing, and the remaining four copies and attachments to the Campus Chancellor or Vice-President.

7031

Theorizing Learning in Context

Purpose: to engage students in a designed experience that creates opportunities to engage with foundational theories about knowing in activity.

Description:

This course is focused on two interconnected goals. The first is for students to consider the fundamental ideas about learning and knowing that engage the field. Specifically, this course will consider four aspects of knowing and learning: epistemological perspectives; cognitive development; motivation; and learning theory. The second is to create opportunities for students to intentionally experience the interrelation between theory and design by leveraging one theory of knowing in the structure of the course. Specifically, this course will support students in becoming *situationally embodied* in the material by engaging them in dilemma-driven activities which positions these fundamental ideas as resources and tools that can be leveraged to understand situations and solve problems.

Big ideas:

- The role of different epistemologies in our understanding of teaching and learning
- How our conceptualization of development shape our theories of how people come to be increasingly knowledgeable
- The location and mechanisms of motivation
- Understanding where and how learning happens

Requirements:

Class sessions will consist mainly of class discussion of basic issues and distinctions necessary to understand the field of learning sciences and what it means to be a learning scientist. Class sessions and reading assignments are listed below. Students will be expected to attend class sessions and to contribute to the discussion of the issues raised in the readings and in class. If students have questions about the readings, please raise them in class.

Student grades in this course will be determined in the following ways:

- **Reading Presentation** (30%) Students will select a class reading, whether article or chapter and lead a discussion in class. The goal is to provide an overview of the core argument (5 mins.) and then facilitate a rich discussion among class members. Students should also come prepared with rich discussion points for your class mates. Each class member will likely facilitate two-three discussions over the semester.
- **Reflective Paper** (10%) One short (1 page) reflective paper. Students will take one of the manuscripts assigned in class and write a one-page essay overviewing the core argument/message. In addition to overviewing the paper, students will critically reflect on the argument. Here, students should provide one paragraph on what they see as valuable and one paragraph on the shortcomings of the article.
- **Integrative Essay** (15%) One short (2-3 pages) essay. In this essay, students will integrate two-three of the works used in class to build an argument about how people know and learn. The idea is not simply to summarize the manuscripts, but to integrate them to advance a fundamental argument that has your own voice at its core. However, while students must decide what argument to make, they should also build off of these works such that they are brought together to lend support for the argument you are making. In this way, the integrative essay is a balance of a reflective paper and a personal essay.

- **Socratic Hour** (15%). This will be three one-hour events in which the instructor comes with a list of questions directly related to the readings and class discussions and asks different people questions. Students will have time to think through responses, but will not be able to re-read the original works and will instead be required to respond in the moment to the best of their ability. The instructor will work hard to maintain a professional air while also establishing a supportive context for learning.
- **Midterm Exam** (20%). For this, students will have an examination in which they can bring whatever resources they would like and will type up answers on the computer. The questions will all be based directly on the readings. The goal of this examination is to provide students with a better understanding of current beliefs, and to trace these beliefs in terms of their historical origin. The class will collectively determine if this will be take home or in class.
- **Class Participation** (10%). A subjective estimate of student contribution to class discussions, attendance, etc. The professor will, from time to time, also ask students to complete some tasks outside of class and bring the results back to share.

Resources

- Anderson, J. R., Reder, L. M., & Simon, H. A. (1996). Situated learning and education. *Educational Researcher*, 25(4), 5-11.
- Barab, S. A. (2002). Smart people or smart contexts? Cognition, ability, and talent development in an age of situated approaches to knowing and learning. *Educational Psychologist*, 37(3), 165-182.
- Bednar, A. K., Cunningham, D., Duffy, T. M., & Perry, J. D. (1992). Theory into practice: How do we link? In T. M. Duffy & D. H. Jonassen (Eds.), *Constructivism and the technology of instruction: A conversation*. Mahwah: Lawrence Erlbaum.
- Bruner, J. S. (1966). *Towards a theory of instruction*. Cambridge, MA: Belknap Press. (or other Bruner selection)
- Cognition and Technology Group at Vanderbilt. (1990). Anchored instruction and its relationship to situated cognition. *Educational Researcher*, 19(6), 2-10.
- Dewey, J. (1910). *How we think*. Boston: D. C. Heath.
- Duffy, T. M., & Jonassen, D. H. (1992). Constructivism: New implications for instructional technology. In T. M. Duffy & D. H. Jonassen (Eds.), *Constructivism and the technology of instruction: A conversation*. Mahwah: Lawrence Erlbaum.
- Dweck, C. S. (1986). Motivational processes affecting learning. *American Psychologist*, 46, 1040-1048.
- Gagne, R. (1985). *The Conditions of Learning* (4th ed.). New York: Holt, Rinehart & Winston.
- Greeno, J. G. (1997). On claims that answer the wrong questions. *Educational Researcher*, 26(1), 5-17.
- McDermott, R. P. (1993). The acquisition of a child by a learning disability. In S. Chaiklin & J. Lave (Eds.), *Understanding Practice*. Cambridge: Cambridge University Press.
- Moll, L. C., & Whitmore, K. F. (1993). Vygotsky in classroom practice: Moving from individual transmission to social transaction. In E. A. Forman, N. Minick & C. A. Stone (Eds.), *Contexts for learning: Sociocultural dynamics in children's development* (pp. 19-42). New York: Oxford University Press.
- Piaget, J. (1967). *Six psychological studies* (A. Tenzer & D. Elkind, Trans.). New York, NY: Vintage books. (or other Piaget selection)
- Sfard, A. (1998). On two metaphors for learning and the dangers of choosing just one. *Educational Researcher*, 27(2), 4-13.
- Wertsch, J. V. (1985). *Vygotsky and the social formation of mind*. Cambridge, MA: Harvard University Press.